

TEED 540

Yi-Hsuan Tsai

Teaching Nugget- Reading Continuum

My cooperating teacher used reading continuum (see page 2) to record each student's reading progress. She had a record for each student, and she made an independent reading notebook for each child as she conferences with them one on one. During the daily 20 minutes reading block, she usually worked with two students. She used first section as she listened to student read, and she marked mechanics in each category. Then, she used the second section as she discussed the book with students. She used the record to track each student's reading levels and used the information to inform her teaching.

	Level A-B	Level A-B	Level C	Level C-D	Level E-G
Date	1.Tracks words 1:1  2. Reads left to right	3. Carry pattern age to page.  4.Uses picture cues  5. Use initial sounds	6. blend sounds  7. Reads known words automatically	8. Meaning(M), Syntax (S), Visual (V)  9. Reads with expression	10. Self corrects (SC)  11. reads fluently  12. Reads with punctuation (,.?!)
	1 + 2 +	3 + 4 ✓ 5 ----	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12
	1 2	3 4 5	6 7	8 9	10 11 12

Mechanics:

+ Advance

✓ In progress

--- Not in progress

Date	Book level Title/comments	Main idea (MI) Recall (RC) Retell (RT) Infer (INF) Connection (Con) Character feeling (CF)	Compliment	Teaching Point